

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

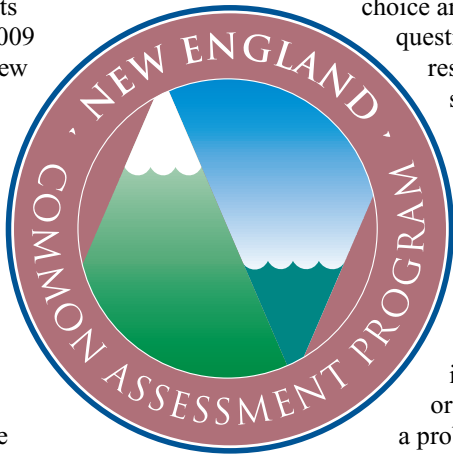
The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school-and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 8 NECAP Tests

**Grade 7 Students in 2008-2009**

## School Results

**School:** Lyman Moore Middle School

**District:** Portland Public Schools

**Code:** 1134-1355



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2008-2009

### Grade Level Summary Report

**School:** Lyman Moore Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1355

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>																		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students not tested in NECAP</b>																		
	State Approved																	
	Alternate Assessment																	
	First Year LEP																	
	Withdrew After October 1																	
	Enrolled After October 1																	
	Special Consideration																	
	Other																	

## NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				175	30	17	89	51	38	22	18	10	846	484	21	50	18	12	847	14,101	15	54	24	7	846
MATH				174	26	15	63	36	41	24	44	25	840	488	18	39	19	24	841	14,115	16	43	21	19	842
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2008-2009

### Reading Results

School: Lyman Moore Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1355

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

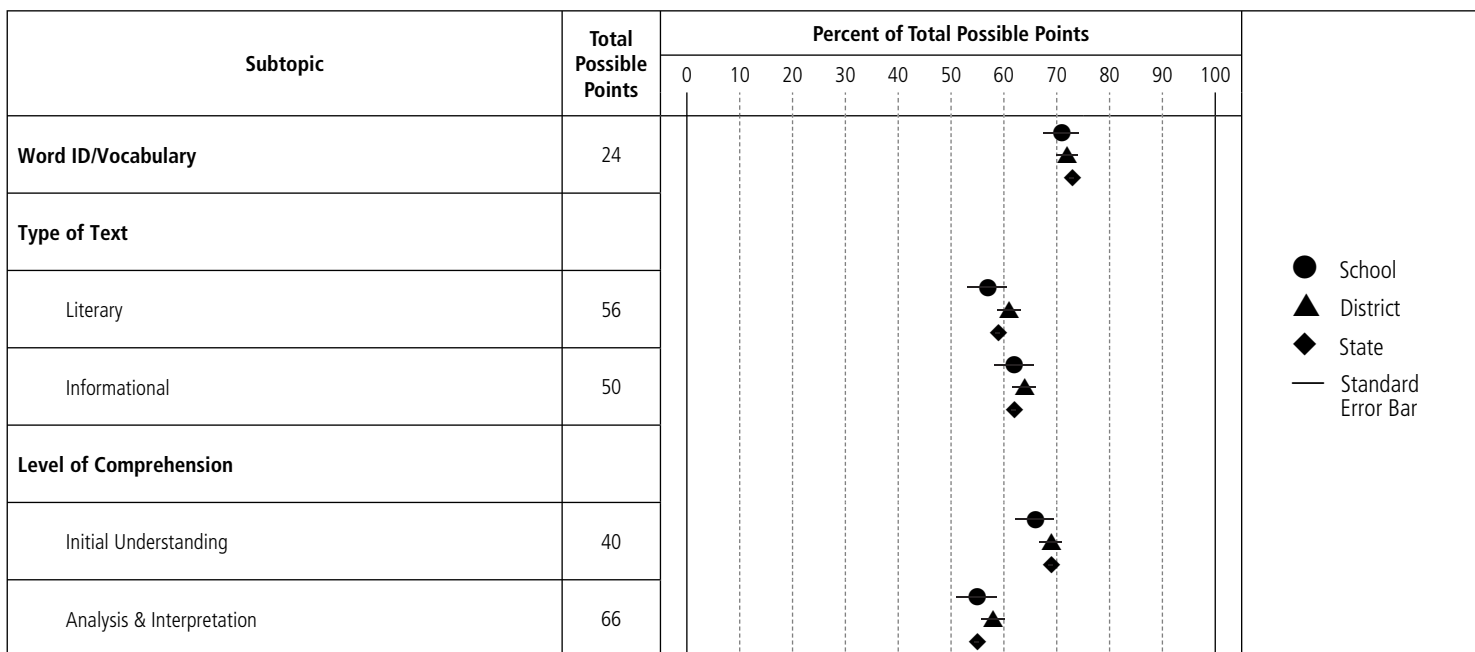
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 2009-2010 Cumulative Total				175	30	17	89	51	38	22	18	10	846
<b>DISTRICT</b> 2007-08 2008-09 2009-2010 Cumulative Total				484	100	21	242	50	86	18	56	12	847
<b>STATE</b> 2007-08 2008-09 2009-2010 Cumulative Total				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2008-2009

# Disaggregated Reading Results

**School:** Lyman Moore Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				175	30	17	89	51	38	22	18	10	846	484	21	50	18	12	847	14,101	15	54	24	7	846
Gender																									
Male				101	7	7	54	53	27	27	13	13	843	254	15	49	22	15	844	7,116	10	52	29	10	844
Female				74	23	31	35	47	11	15	5	7	850	230	27	51	13	8	849	6,985	20	56	19	5	848
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				1									2							115	10	40	43	8	842
Asian				12	2	17	5	42	5	42	0	0	844	43	14	56	19	12	845	256	23	53	17	6	848
Black or African American				30	4	13	8	27	11	37	7	23	840	98	5	35	29	32	836	416	8	41	30	21	840
Hispanic or Latino				10	0	0	4	40	4	40	2	20	837	23	0	48	30	22	838	146	12	45	27	16	843
Native Hawaiian or Pacific Islander				0									0							0					
White (non-Hispanic)				122	24	20	72	59	18	15	8	7	849	318	28	54	14	4	851	13,168	15	54	24	7	846
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				30	1	3	9	30	12	40	8	27	836	104	2	34	27	38	834	294	3	34	34	29	836
Former LEP student - monitoring year 1				0									1							11	9	91	0	0	851
Former LEP student - monitoring year 2				3									7							17	35	65	0	0	854
All Other Students				142	29	20	77	54	26	18	10	7	848	372	26	54	16	5	850	13,779	15	54	24	7	846
IEP																									
Students with an IEP				22	0	0	7	32	5	23	10	45	829	65	6	40	29	25	837	2,119	1	22	44	33	833
All Other Students				153	30	20	82	54	33	22	8	5	848	419	23	52	16	10	848	11,982	17	59	20	3	848
SES																									
Economically Disadvantaged Students				91	4	4	39	43	31	34	17	19	839	250	5	47	26	22	839	5,578	7	49	32	12	842
All Other Students				84	26	31	50	60	7	8	1	1	854	234	38	53	9	1	855	8,523	20	57	19	4	849
Migrant																									
Migrant Students				0									0							4					
All Other Students				175	30	17	89	51	38	22	18	10	846	484	21	50	18	12	847	14,097	15	54	24	7	846
Title I																									
Students Receiving Title I Services				1									175						850	971	6	44	40	9	841
All Other Students				174	30	17	89	51	37	21	18	10	846	309	16	51	20	13	845	13,130	15	54	23	7	846
504 Plan																									
Students with a 504 Plan				1									1							328	9	59	27	5	845
All Other Students				174	30	17	88	51	38	22	18	10	846	483	21	50	18	12	847	13,773	15	54	24	7	846

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2008-2009

# Mathematics Results

**School:** Lyman Moore Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1355

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

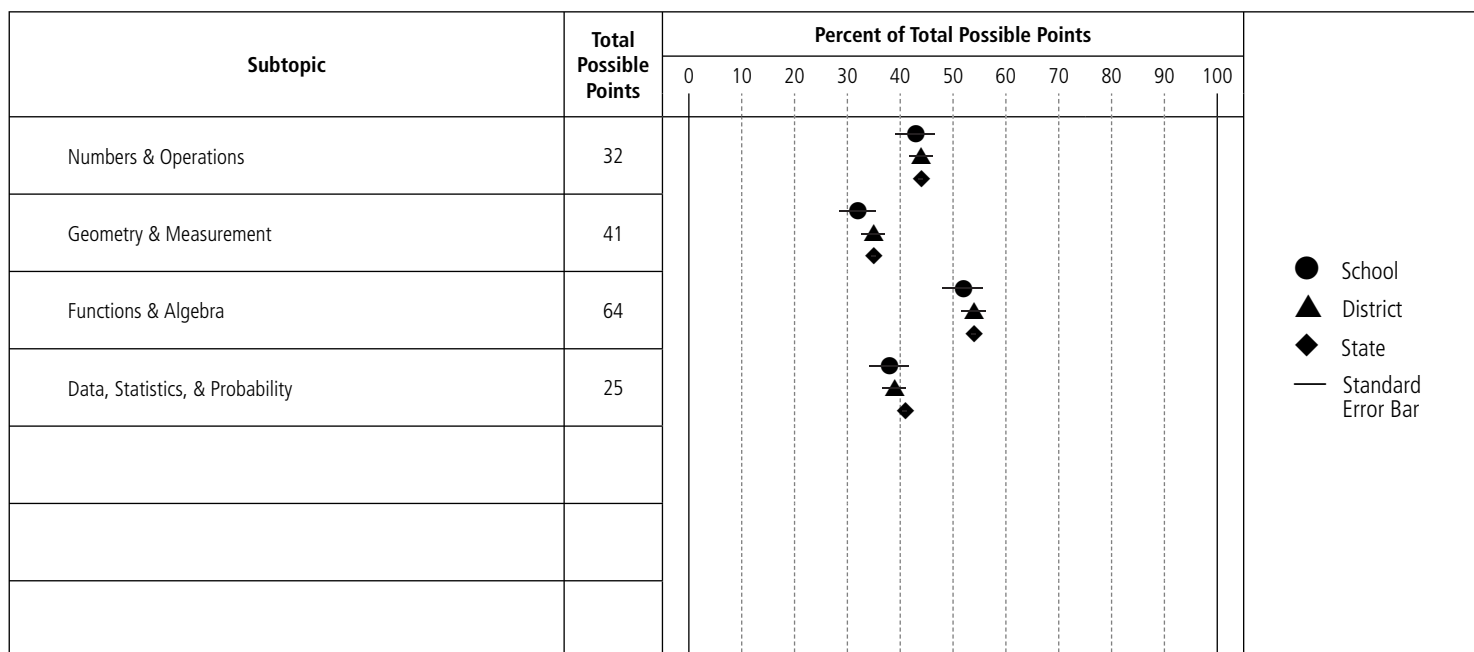
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 2009-2010 Cumulative Total				174	26	15	63	36	41	24	44	25	840
<b>DISTRICT</b> 2007-08 2008-09 2009-2010 Cumulative Total				488	86	18	191	39	95	19	116	24	841
<b>STATE</b> 2007-08 2008-09 2009-2010 Cumulative Total				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2008-2009

# Disaggregated Mathematics Results

**School:** Lyman Moore Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				174	26	15	63	36	41	24	44	25	840	488	18	39	19	24	841	14,115	16	43	21	19	842
Gender																									
Male				100	14	14	36	36	23	23	27	27	839	256	20	35	19	25	840	7,132	17	42	20	20	842
Female				74	12	16	27	36	18	24	17	23	841	232	15	44	20	22	841	6,983	15	44	23	18	842
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				1									2						114	9	37	23	32	838	
Asian				12	1	8	4	33	4	33	3	25	840	44	16	39	20	25	839	261	25	44	18	14	844
Black or African American				30	1	3	5	17	8	27	16	53	832	101	2	20	25	53	831	426	5	29	26	40	835
Hispanic or Latino				10	0	0	1	10	5	50	4	40	836	23	0	17	43	39	836	148	11	36	23	29	839
Native Hawaiian or Pacific Islander				0									0						0						
White (non-Hispanic)				121	24	20	53	44	24	20	20	17	842	318	24	47	16	13	844	13,166	16	44	21	18	842
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				30	0	0	1	3	11	37	18	60	830	109	1	15	27	58	830	313	3	20	27	50	832
Former LEP student - monitoring year 1				0									1						11	18	82	0	0	847	
Former LEP student - monitoring year 2				3									7						17	35	47	18	0	848	
All Other Students				141	26	18	60	43	29	21	26	18	842	371	23	46	17	14	844	13,774	16	44	21	18	842
IEP																									
Students with an IEP				22	0	0	5	23	4	18	13	59	831	65	6	28	22	45	834	2,118	2	15	23	60	831
All Other Students				152	26	17	58	38	37	24	31	20	841	423	19	41	19	21	842	11,997	19	48	21	12	844
SES																									
Economically Disadvantaged Students				90	2	2	22	24	28	31	38	42	834	254	4	31	24	41	835	5,585	7	38	27	29	838
All Other Students				84	24	29	41	49	13	15	6	7	846	234	32	47	15	6	847	8,530	22	47	18	13	844
Migrant																									
Migrant Students				0									0						4						
All Other Students				174	26	15	63	36	41	24	44	25	840	488	18	39	19	24	841	14,111	16	43	21	19	842
Title I																									
Students Receiving Title I Services				1									177	23	45	18	15	844	976	6	30	32	32	837	
All Other Students				173	26	15	63	36	40	23	44	25	840	311	15	36	20	29	839	13,139	17	44	21	18	842
504 Plan																									
Students with a 504 Plan				1									1						328	12	43	22	23	841	
All Other Students				173	26	15	63	36	41	24	43	25	840	487	18	39	20	24	841	13,787	16	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.